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ABSTRACT

In fiscal year 1989, the Illinois community colleges conducted the first review of the general education component of their baccalaureate/transfer degree programs. This review, to be performed every 5 years, involved an extensive and diverse range of activities, and many colleges had difficulty completing the first review in a year's time. As a result, the Illinois Board of Higher Education (IBHE) requested that summary updates be provided by the colleges each fiscal year. This 1990 status report presents questions regarding transfer programs directed from the IBHE and includes a summary of the responses obtained from individual community college reports. The questions concern the extent to which Associate in Arts (AA) and Associate in Science (AS) degree graduates achieved the college's objectives for degree completion; the extent to which the teaching environment, academic policies, support services, and campus life influence student achievement; strengths and weaknesses of the college's transfer program; and efforts being made to enhance the baccalaureate transfer programs. Among the reported findings are the following: (1) 26 colleges had completed a revision of their AA and AS degree general education requirements; (2) assessment was in the early stages of review on most campuses; (3) faculty development programs were receiving more emphasis each year; and (4) additional academic and student support services and improvements in campus life experiences were contributing to transfer students' success. A summary of 1990 baccalaureate/transfer program improvements at individual colleges and a list of minimum general education requirements for AA degrees in Illinois community colleges are appended. (JMC)

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STATUS REPORT ON COMMUNITY COLLEGE BACCALAUREATE/TRANSFER PROGRAM REVIEW: FISCAL YEAR 1990

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Illinois Community College Board

STATUS REPORT ON COMMUNITY COLLEGE BACCALAUREATE/TRANSFER PROGRAM REVIEW: FISCAL YEAR 1990

In fiscal year 1989, Illinois community colleges conducted the first review of the general education component of their baccalaureate/transfer degree programs. This review, to be performed every five years, was part of the Resource Allocation and Management Plan (RAMP). Because of the extensive, diverse nature of the activities involved therein, many colleges were unable to complete the review in one year's time. As a result, most established long-range goals involving a systematic process for review. Approaches varied from institution to institution, but were frequently multi-faceted including a wide spectrum of participants, i.e., various administrators, faculty, staff, students, and local boards. Permanent and temporary committees and subcommittees were created. After reviewing the colleges' summary reports of the 1989 reviews, the Illinois Community College Board concluded the colleges should provide summary reports of their activities annually. The Illinois Board of Higher Education also reached this conclusion and requested updates from the colleges in fiscal year 1990.

The following is a presentation of questions directed from the Illinois Board of Higher Education in fiscal year 1990 and a summary of the responses obtained from individual college reports. In some cases, the colleges submitted status reports based on their 1989 reports rather than responding directly to the questions. In these instances, the narratives were examined to ascertain whether the areas were addressed indirectly. For those that were, the responses are considered in the summary. Appendix A contains a summary of improvements to baccalaureate/transfer education in fiscal year 1990. A summary of each college's activities during fiscal year 1990 is in a detailed Appendix available from the Illinois Community College Board office.

Illinois Board of Higher Education Questions

- To what extent have AA and AS degree graduates achieved the college's objectives for degree completion? What are the college's objectives for general education and for the development of baccalaureate-level skills? How are these objectives translated into curriculum requirements and other learning experiences? How are the components of the baccalaureate-transfer curriculum--general education, introductory courses in the prospective baccalaureate major, baccalaureate-level skills, and electives--related or integrated to meet the college's objective for the AA and AS degrees? How is individual student progress in achieving the objectives for general education and the development of baccalaureate-level skills assessed, and how is student progress monitored?

- To what extent does the college's teaching-learning environment influence student achievement? What effect does student-faculty interaction in- and outside of the classroom, student involvement in learning, and diversity (or lack of diversity) in cultures and teaching and learning styles have on student achievement?

- To what extent do the college's academic policies and procedures influence student achievement? What effect does course scheduling, registration procedures, policies on student and faculty course loads and grading, and faculty assignment and reward policies and procedures have on student achievement?

- To what extent do academic and student support services influence student achievement? To what extent does the quality and availability of libraries, laboratories, and equipment; tutoring and remedial-developmental support; new student orientation; career planning and placement; and academic planning and advising influence student progress?

- To what extent do campus life experiences influence student achievement? What effect does the college's social and cultural activities, leadership opportunities, dining and recreational facilities, and the availability of child care, parking, and public tranportation have on student achievement?

- What are the strengths and weaknesses of the college's baccalaureate-transfer program, and what improvements will be made to enhance the strengths and reduce or eliminate the weaknesses? What is the time frame for implementing improvements identified? What improvements will be made with existing resources? What additional resources will be needed?

In addition, colleges were asked to highlight major accomplishments, strengths and weaknesses, goals, and projected dates of completion and implementation.

OBJECTIVES, CURRICULA, COMPONENTS, ASSESSMENT, AND STUDENT PROGRESS (Item 1)

Objectives, Curricula Integration, and General Education Components. Twenty-six community colleges have completed a revision of their associate in arts and associate in science degree general education requirements; several other colleges' revisions are in process. In conjunction with the revision, various activities occurred. Many colleges set forth a definition of general education and established related objectives. Others edited and issued objectives established the previous year. General education requirements were reviewed to ensure the objectives were being met. Colleges frequently sought conformance with the model of minimum general education requirements recommended by the Illinois Community College Board. Several added courses with a global perspective; others added speech and computer literacy. Most separated science and math with specific requirements in each. Lists of courses which met the requirements were compiled. (General education requirements for each college are presented in Appendix B.)

The process further evolved to include an analysis of course syllabi. Instructional plans were reviewed and modified and courses were standardized. Lewis and Clark Community College held an in-service workshop on writing course objectives. Richard J. Daley College and Moraine Valley Community College revised course sequencing and prerequisites. John Wood Community College completed extensive work in renumbering and resequencing their general education courses. Courses at the lower level now ensure prerequisite skills for advanced learning in later sequences. Morton College faculty proposed travel to neighboring institutions to review general education plans. They will work with a consultant to complete statements of minimum competency

levels. Several colleges incorporated statements of basic skill levels to define competencies. Elgin Community College hired a curriculum facilitator to write a curriculum development manual. Shawnee Community College evaluated texts and supplemental materials in conjunction with their general education review.

Colleges proceeded a step further by publicizing the new requirements and related changes. College catalogs and various handouts were updated. New program brochures were produced. Parkland College involved students through classroom discussions and articles in the student newspaper intended to increase their awareness of general education revision issues and progress. Kankakee Community College included such information in a preregistration circular which was distributed to every household in the district. An annual counselor's day provides an opportunity to communicate general education requirements to various levels of students in individual and group settings. Various colleges disseminate general education and transfer information in orientations for high school seniors, beginning freshmen, and/or degree candidates.

Assessment and Student Progress. Assessment takes many forms at community colleges. Commonly, it is used in reference to testing students in the area of English, reading, and math, and directing their placement in appropriate developmental levels. Outcomes assessment relates to academic affairs which frequently involves exit testing. It also may relate to student affairs which is more subjective and difficult to measure (e.g., self-direction, independent decisionmaking, etc.) It is often accomplished through surveys; however, colleges are examining other options for measuring this. The following information describes the types of assessment activities which were reported in college updates.

In regard to the assessment of entry-level skills, 14 colleges revised their basic skills assessment for entering students. While all campuses perform entry-level assessment, mandatory testing of full-time students followed by directed placement at appropriate course levels occurs most often. Sauk Valley Community College implemented a computer-based English composition program which will allow the college to develop a model for the assessment of student writing. Wilbur Wright College proposed a plan to implement a comprehensive two-level assessment program. At Southeastern Illinois College, a subcommittee on remedial-developmental education submitted a comprehensive report consisting of eight recommendations to be acted on in the coming year. Rend Lake College established a system to measure student learning outcomes for curricula and courses. John Wood Community College procured a performance-based software program to assist faculty in developing measurable outcomes. A position was established to work with program reviews, course evaluations, outcomes assessment, and related areas. Some institutions achieved considerable progress in their review of assessment. At Illinois Central College, College of Lake County, Moraine Valley Community College, and South Suburban College, the assessment process has been supported by institutional commitment for several years. Lincoln Land Community College analyzed transcripts of a select group of former graduates. As a result, a policy of testing with mandatory placement was initiated to ensure that coursework in composition, science, and math is completed in the early stages of a degree program. Several colleges plan to or have included entry-level testing of part-time students as resources permit.

In general, colleges track student progress as students satisfactorily complete one developmental level and proceed to the next. Progress is checked through counselor/advisor/faculty monitoring, grade reports, attendance sheets, and/or reminder letters. Several colleges are considering or have implemented exit testing. Malcolm X College is considering a test of general education knowledge. The College of Lake County performed a study which compared their freshmen chemistry students to a nationwide sample with positive results.

THE TEACHING/LEARNING ENVIRONMENT (Item 2)

A selling point of community college systems across the United States has been to emphasize the typical small-sized classes which result in more personalized instruction. Several colleges listed this advantage as a positive influence on student achievement.

In addition, faculty are encouraged to participate in professional development opportunites. By-products of these impact students and the learning environment. By and large, faculty development programs are receiving increased emphasis on many campuses. College updates indicate that activities vary according to the length and type of opportunity, topics, and incentives. Programs range from one-day to year-long activities. Many campuses hold orientations for new part-time and full-time faculty. The College of DuPage conducts a five-day orientation with compensation. Southeastern Illinois College, Moraine Valley Community College, and Harry S Truman College provide a mentoring system for new faculty. Richland Community College uses common syllabi and full-time "lead" instructors to promote comparability in part-time instruction. Experienced and inexperienced faculty exchange ideas, exercises, materials, and examples of graded papers. Olive-Harvey College sponsored a colloquium on academic issues. A number of colleges held workshops in the areas of assessment, computer skills, and critical thinking. Elgin Community College, Moraine Valley Community College, Oakton Community College and the College of Lake County emphasized literacy- or writing-across-the-curriculum in their programs. Oakton Community College's project emphasized the theory and practice of teaching critical thinking. It will include sponsorship of a national conference, numerous consulting projects, a peer support system for the improvement of teaching, and a seminar for faculty with previous project involvement. At Moraine Valley Community College, the Center for Faculty and Program Excellence supported an international student program and played a key role in planning the trip of four baccalaureate/transfer faculty to Beijing, China. The emphasis on faculty development at Highland Community College was increased due to a visit by Dr. Ernest Boyer, Chair of the Carnegie Foundation for the Advancement of Teaching.

Grant funding supplements many programs. At Richland Community College, funding from Kemper Insurance and Caterpillar Manufacturing provides support for workshops and conferences. Four times per year, faculty from Richland interchange with faculty from other institutions during staff development days. City-Wide College has a partnership program with the University of Illinois at Chicago to allow faculty to earn graduate credit in their field of expertise. Institutions also may use funds to support release time which allows faculty to pursue individually- or institutionally-oriented projects. Incentives include tuition reimbursements, various types of awards, and advancement on the salary schedule.

ACADEMIC POLICIES AND PROCEDURES (Item 3)

In the area of admissions, several colleges examined standards in coordination with senior institutions and other community colleges. A provisional admissions requirements task force at Joliet Junior College requested specific departments provide one or more ways for students to make up general education deficiencies. At Richland, "success agreements" are used with provisional admissions students. These may require students to enroll in developmental courses, take a reduced load, be tested further, and/or seek career counseling.

Colleges refined, simplified, and/or computerized their registration processes. At Prairie State College, creation of a new master schedule reduced scheduling conflicts and resulted in an increase in the number of credit hours taken and the average credit hour load. This reduced the number of class sections offered.

Policies and procedures also were revised or developed in the area of assessment. Elgin Community College included questions on assessment on their course outline form. City-Wide College produced a handbook on placement testing policies and procedures. Moraine Valley Community College completed its first academic year of a final exam week policy. At Harry S Truman College, exit testing is used in an advisory manner by instructors.

In several instances, colleges set or revised standards for academic progress. Lake Land College revised its honors program to recognize levels of achievement for each term and at graduation. At John A. Logan College, students on academic warning, probation, or suspension are required to restrict credit hour loads and obtain the assistance of the Academic Support Center. McHenry County College also has an "early warning" system. College of DuPage has an Intervention Day mid-quarter to provide faculty with an opportunity to discuss problems with students having difficulty with their coursework.

Triton College assessed information on academic policies and procedures by conducting focus group interviews with a few diverse groups of students.

Colleges also indicated that their policies regarding faculty evaluation encourage quality by identifying strengths as well as areas needing improvement. Faculty performance may be assessed through supervisory, peer, self, and student appraisals. Highland Community College, Joliet Junior College, Moraine Valley Community College, and Richland Community College expanded their faculty evaluation systems. At Moraine Valley Community College, a four-year evaluation cycle requires tenured members to perform a minimum of one set of student evaluations each year and six sets over a four-year period. Part-time faculty are evaluated each fall; new staff are evaluated their first semester of hire. Faculty at Prairie State College rated above-average in a comparison study involving 25,000 faculty in other two- and four-year institutions. Kishwaukee College reported that results of a North Central Association-related review indicated that the needs of students are being met in terms of providing effective and efficient program delivery.

ACADEMIC AND STUDENT SUPPORT SERVICES (Item 4)

During fiscal year 1990, a variety of existing services were supplemented with additional staff, new and/or updated equipment, and extended space and hours. New services were developed to address needs which were identified by surveys, staff, and faculty. Many colleges utilized grant funding to meet such needs. Five colleges (Southeastern Illinois College, Highland Community College, Illinois Eastern Community Colleges, Rend Lake College, and Waubonsee Community College) added an on-line library catalog system. Six campuses developed or added equipment to math, writing, computer, and/or science labs. Southeastern Illinois College changed the location of its learning lab to increase visibility and improve usage.

Grant funding also was used to improve services to select groups of students. Richard J. Daley College's intent was to improve retention of minority and older transfer students. At Harry S Truman College, a study founded by the Ford Foundation will be used to determine future direction in regard to activities and services for diverse groups of students. A "Ventures in Science" precollege enhancement program was established for minorities. At Wilbur Wright College, local and grant funding supports a tutoring program for disadvantaged students. At Moraine Valley Community College, a Title III project was implemented to develop an automated system to assist in assessment, advisement, placement, and evaluation.

Additional staff provided diverse services. At Richard J. Daley College, student facilitators conduct workshops. The College of Lake County strengthened its advisement process by providing more faculty advisors during times when faculty are not under contract. They also deliver ongoing training to academic advisors. At John A. Logan College, a representative of the Illinois Job Service is housed on campus to assist with placement services.

Joliet Junior College utilized a variety of surveys to study the effects of counseling and advisement, general education and related services, institutional programs, and support services. Counseling services were publicized to increase participation. Southeastern Illinois College piloted an office of admission with new admissions procedures for the summer session. Two Evacu-tracs were installed to transport handicapped students down stairways in emergencies.

Several colleges added classes; some were in developmental areas. McHenry County College increased telecourse delivery to 14 courses and offered honors level instruction in eight general education disciplines. Two colleges, Harry S Truman College and Illinois Central College, expanded their weekend college program which resulted in increased enrollments. Others scheduled offerings at nontraditional times to benefit more students.

In the area of career planning, Lewis and Clark Community College revived its commitment to this program, and Southeastern Illinois College established a career information center in the student affairs waiting area.

CAMPUS LIFE EXPERIENCES (Item 5)

With a knowledge of the barriers students face in relation to their educational goals, several institutions initiated activity in the areas of child care, parking, and public transportation. Lewis and Clark Community College subcontracted its campus child care facility to the Montessori Children's School of Alton. Parking lots were enlarged and brought closer to the main academic complex.

Interest in expanding opportunities for social development and leadership was reflected at a number of campuses. McHenry County College sponsored a National Issues Forum which broadened student life activities. Joliet Junior College performed a survey of student experiences and attitudes through the use of a Community College Student Experiences Questionnaire which was developed by the Center for the Study of Evaluations at the University of California, Los Angeles. Malcolm X College's commitment to offering a broader selection of student activities and programs brought about a newly organized student government association, creation of a student handbook, and expanded offerings in sports and fine arts. "Riverbend in the 90's" was a community development effort at Lewis and Clark Community College. Discussions on social change and community action enlivened the campus and resulted in a new college mission statement.

STRENGTHS, WEAKNESSES, IMPROVEMENTS, AND RESOURCES (Item 6)

An overall strength as noted in the review of the 1990 updates is the extent of progress made by many of the community colleges. A great deal of time and energy was expended in the accomplishment of goals and improvements in policies, procedures, and services. These strengths were previously detailed in this narrative. A number of colleges were candid about their weaknesses and indicated plans for further study and improvement. Timeframes for completion primarily related to the coming fiscal year.

The State of Illinois is unique in requiring community colleges to articulate prebaccalaureate courses with at least three four-year colleges/universities to ensure transferability. In fiscal year 1990, articulation efforts increased in various, innovative ways. At Black Hawk College, a Manufacturing Technology Consortium was formed between the college, Western Illinois University, IBM, and the Quad Cities Development Corporation. The goal of the Consortium is to facilitate high technology transfers between the consortium and local small- and medium-sized businesses. The College of DuPage is one of 23 members of a National Effective Transfer Consortium. It also has an on-line degree audit system for students. Olive-Harvey College obtained a partnership grant from the American Council on Education's National Center for Achievement and Transfer with funds from the Ford Foundation. The project, PREP, is a joint effort with Chicago State University aimed at changing curriculum and academic policy to increase the number and level of success of transfer students. Faculty are in the initial stages of participating in a joint grading venture with Chicago State University English composition faculty. A faculty priority at Elgin Community College is to include area high schools in its articulation efforts. Several colleges employed transfer coordinators. In addition, transfer centers were proposed and/or established on nine campuses.

To evaluate the effectiveness of transfer programs, many colleges perform surveys. Results of an Oakton Community College survey provided an analysis of college programs and services, the progress students made after leaving the institution, and their self-assessment of achievement as a result of their college experiences. Twelve colleges developed plans for or created computerized means to track student progress.

Approximately one-fourth of the colleges identified areas in which funding was needed. While a number of them indicated that efforts would be made to locate external sources, state funding may be necessary to accomplish their goals. Most frequently listed was the need for additional staff in testing, admissions, or tutoring. Secondly, colleges which responded to this section noted that outside funds would be required to establish a tracking system to monitor students as they progress through their degree program and beyond. Next, they identified the need for expanded facilities, for funds for faculty/staff release time to study policies, procedures, and improved services for transfer students, and for additional testing materials to assess all students. Colleges also requested outside funding for computer and other equipment, updating library holdings, professional development, and transfer center continuation.

CONCLUSION

Six years ago, the Illinois Community College Board established a policy which required each new transfer degree to include a minimum of 60 percent of the coursework in general education. At this time, only four community colleges have a general education requirement in the associate in arts and associate in science degrees that is less than 60 percent of the total credit hours.

Three years ago, the Illinois Community College Board developed and published associate in arts and associate in science degree models in cooperation with community college and university educators. The intent was to be consistent with current trends in general education requirements and ensure that the models were completely transferable. These guidelines were widely accepted by community colleges and were used in reviews of their transfer degrees. As a result, the guidelines had a major impact in upgrading the associate in arts and associate in science degree requirements systemwide. Since 1988, 26 colleges have made improvements in their general education requirements which brought them closer in line with the ICCB models. Currently, 13 colleges meet or exceed the requirements for the associate in arts degree and six meet or exceed the requirements for the associate in science. Seventeen additional colleges would meet the models if their math and science components were separated.

While the processes for the baccalaureate/transfer reviews varied widely, meaningful gains were realized. Although colleges are at differing stages of implementation, some general statements can be made. For the majority of colleges, objectives for general education have been delineated and integrated into the curriculum. General education components were reviewed and evaluated in terms of their relevance to transfer degree programs. Assessment is in the early stages of review on most campuses. Additional progress is anticipated for fiscal year 1991. Faculty development programs are receiving more

emphasis each year. Innovative orientation and mentoring programs for faculty are surfacing. More and more attempts are being made to integrate part-time faculty in college activities. Academic policies and procedures are being established and/or refined to improve student success and facilitate the transfer process. Additional academic and student support services are contributing to transfer students' success. Improvements in campus life experiences are contributing to retention efforts. In reviewing their baccaulaureate/transfer programs, colleges have identified program strengths and introduced systems and goals for improved staff effectiveness and student success.

APPENDIX A

Illinois Community College Board

IMPROVEMENTS TO BACCALAUREATE/TRANSFER EDUCATION
IN FISCAL YEAR 1990

Baccalaureate/Transfer Program Improvements	
Revised AA and AS degree general education requirements	26 community colleges have completed revisions, with several other colleges in the process of revision
Revised AAS degree general education requirements	Joliet Junior College, Kishwaukee College, Moraine Valley Community College, Parkland College
Reviewed baccalaureate/transfer courses and revised syllabi	Black Hawk College, City-Wide College, Olive-Harve College, Elgin Community College, Lewis & Clark Community College, Rock Valley College, Shawnee Community College, Southeastern Illinois College, John Wood Community College
Reviewed and revised remedial/ developmental education program	Richard J. Daley College, Illinois Central College, Joliet Junior College, Lewis & Clark Community College, Southeastern Illinois College, Triton College
Computerized the curriculum, especially composition and math	Richard J. Daley College, Harry S Truman College, College of DuPage, William Rainey Harper College, College of Lake County, Lewis & Clark Community College, McHenry County College, Rend Lake College, Rock Valley College, Sauk Valley Community College
Extended writing/thinking/literacy-across-the-curriculum program	Elgin Community College, College of Lake County, Moraine Valley Community College, Oakton Community College
Initiated new program articulation efforts	Richard J. Daley College, Olive-Harvey College, Harold Washington College, Wilbur Wright College, Shawnee Community College
Expanded weekend college	Harry S Truman College, Illinois Central College
Teaching Improvement Initiatives	
Faculty development colloquia/work-shops on curriculum and assessment	Olive-Harvey College, Elgin Community College, Lewis & Clark Community College, Parkland College

Orientation or mentoring program for new or part-time faculty members	College of DuPage, William Rainey Harper College, Southeastern Illinois College
Hired full-time faculty members to increase full-to-part-time faculty ratio	Lake Land College, Rock Valley College, Shawnee Community College
Expanded faculty evaluation system	Highland Community College, Joliet Junior College, Moraine Valley Community College, Richland Community College
Established final exam period	Harry S Truman College, Moraine Valley Community College
<u>Student Support Service Improvements</u>	
Revised or expanded new-student orientation program or course	Illinois Eastern Community Colleges, Kankakee Community College, John A. Logan College, Sauk Valley Community College, Shawnee Community College
Enhanced advising system	Black Hawk College, College of DuPage, College of Lake County, Oakton Community College
Expanded tutoring program	John A. Logan College, Rock Valley College, Southeastern Illinois College
<u>Assessment Progress</u>	
Revised entry basic skills assessment	City-Wide College, Richard J. Daley College, Harry S Truman College, College of DuPage, Lake Land College, Lincoln Land Community College, Oakton Community College, Rock Valley College, Sauk Valley Community College, Shawnee Community College, Southeastern Illinois College, Spoon River College, Triton College, John Wood Community College
Course-based assessment via syllabus control	Richard J. Daley College, Wilbur Wright College, Elgin Community College, Shawnee Community College, John Wood Community College
Exit testing in selected courses	Richard J. Daley College, Harry S Truman College, Wilbur Wright College, Highland Community College, Illinois Eastern Community Colleges, Triton College
Revised course sequencing and prerequisites	Richard J. Daley College, Moraine Valley Community College, John Wood Community College

Developing computerized tracking system	Kankakee Community College, College of Lake County, Moraine Valley Community College, Sauk Valley Community College, Shawnee Community College, Triton College, John Wood Community College
Administering/testing standardized outcomes instruments	Highland Community College, College of Lake County, Waubonsee Community College, John Wood Community College
Surveyed students and/or alumni	Highland Community College, Illinois Eastern Community Colleges, Joliet Junior College, Kishwaukee College, College of Lake County, Lake Land College, Oakton Community College, Richland Community College, South Suburban College, Triton College
Special comparative studies	College of DuPage, College of Lake County, Oakton Community College, Triton College
Appointed review and assessment coordinator	Richard J. Daley College, Elgin Community College, Kankakee Community College, John Wood Community College

SOURCE: Draft IBHE Annual Status Report on the Review of Undergraduate Education by Public Universities and Community Colleges

APPENDIX B

Illinois Community College Board

Table 1

MINIMUM GENERAL EDUCATION REQUIREMENTS FOR ASSOCIATE IN ARTS DEGREES
IN COMMUNITY COLLEGES

Dist. No.	District/College	Communications [9]	Humanities [9-15]	Social Science [9-15]	Math [3-9]	Science [6-9]	Math/ Science	Other	Gen Ed Total [38-50]
522	Belleville (64)	9	9	9	4	8		5	44
503	Black Hawk (64)	9	9	9	3	4	2	3	39***
508	Chicago								
	City-Wide (62)	9	9	12	3	9			42
	Daley (64)	9	9	9	3	6		6	42
	Kennedy-King (60)	9	9	9	3	12			42
	Malcolm X (63)	9	9	12	3	10			43
	Olive-Harvey (60)	9	6	6	3	11		9	44
	Truman (63)	9	9	9	3	12			42
	Washington (60)	9	6	6	3	12		9	45
	Wright (62)	9	9	9	3	8	3	3	44
507	Danville (62)	9	15	9	3	6		3	45
502	DuPage (64)*	9	10	10	3	7		2	41
509	Elgin (60)	9	9	9	3	6		4	40
512	Harper (60)	9	9	9	3	4	3	6	43
519	Highland (62)	9	11	9	3	7			39
514	Illinois Central (64)**	9	6	9	3	8			35
529	Illinois Eastern								
	Frontier (64)	9	14	9	3	4	3	3	45
	Lincoln Trail (64)	9	14	9	3	4	3	3	45
	Olney Central (64)	9	14	9	3	4	3	3	45
	Wabash Valley (64)	9	14	9	3	4	3	3	45
513	Illinois Valley (64)	9	12	9		4	7	3	44
525	Joliet (64)	9	6	9	4	4		8	40
520	Kankakee (64)	9	9	20	3	8		2	51
501	Kaskaskia (64)	9	12	12	3	3	3	4	46
523	Kishwaukee (64)	9	12	12	3	7		5	48
532	Lake County (60)	9	9	9	3	7			37
517	Lake Land (64)	9	9	9	3	6		2	38
536	Lewis & Clark (64)	9	9	6	3	4		10	41
526	Lincoln Land (60)	6	9	9	3	4	4	3	38
530	Logan (62)	9	12	12	5	9		3	50
528	McHenry (60)	9	9	9	3	8		5	43
524	Moraine Valley (62)	9	9	9	3	8		3	41
527	Morton (62)	9	12	12	3	4	2	2	44
535	Oakton (60)	9	9	9	3	4	3	3	40
505	Parkland (60)	9	9	9	3	8		3	41
515	Prairie State (62)	9	9	9	3	4	4	3	41
521	Rend Lake (64)	9	9	9	3	4	3	2	39
537	Richland (60)	9	12	9	3	6			39
511	Rock Valley (64)	9	11	12	3	8			43
518	Sandburg (62)	9	12	12	3	3	3		42
506	Sauk Valley (64)	9	15	12	3	7		4	50
531	Shawnee (64)	9	9	9	3	8		1	39
510	South Suburban (62)	9	12	9	3	4		5	42
533	Southeastern (62)	9	9	9	3	8		5	43
534	Spoon River (65)	9	9	9	3	4	2	6	42
601	State Comm. Coll. (63)	9	9	9	6	6			39***
504	Triton (64)	9	9	9	3	6		6	42
516	Waubonsee (64)	9	9	9	3	7		10	47
539	Wood (64)	9	12	12	3	6			42

*Converted to semesters
**Associate in Arts and Science
***Effective Fall 1991

[ ] = Recommended minimum hours in AA degree model.
( ) = Total degree credit hour requirements.

SOURCES: Current College Catalogs and General Education Survey

3/5/91

Illinois Community College Board

Table 2

MINIMUM GENERAL EDUCATION REQUIREMENTS FOR ASSOCIATE IN SCIENCE DEGREES
IN COMMUNITY COLLEGES

Dist. No.	District/College	Communi-cations [9]	Humanities [6-9]	Social Science [6-9]	Math [8-16]	Science [8-16]	Math/ Science	Other	Gen Ed Total [39-50]
522	Belleville (64)	9	6	6	8	8		9	46
503	Black Hawk (64)	9	6	6	8	8		3	40***
508	Chicago								
	City-Wide (62)	9	9	6	9	11			44
	Daley (64)	9	6	6	9	12			42
	Kennedy-King (60)	9	6	6	9	12			42
	Malcolm X (63)	9	6	6	9	15			45
	Olive-Harvey (64)	9	6	6	8	15		3	47
	Truman (62)	9	6	6	8	15			44
	Washington (60)	9	3	3	10	15		4	44
	Wright (62)	9	6	6	8	15	1	3	48
507	Danville (62)	9	9	9	6	8		3	44
502	DuPage (60)*	9	3.5	3.5	7	13		4	40
509	Elgin (60)	9	6	6	6	8		6	41
512	Harper (60)	9	6	6	3	7	10	3	44
519	Highland (62)	9	6	9	7	8			39
514	Illinois Central (64)**	9	6	9	3	8			35
529	Illinois Eastern								
	Frontier (64)	9	9	9	3	4	6	3	43
	Lincoln Trail (64)	9	9	9	3	4	6	3	43
	Olney Central (64)	9	9	9	3	4	6	3	43
	Wabash Valley (64)	9	9	9	3	4	6	3	43
513	Illinois Valley (64)	9	6	6	6	8	6	3	44***
525	Joliet (64)	9	6	6	4	12		6	43
520	Kankakee (64)	9	6	9	6	16			46
501	Kaskaskia (64)	9	6	6	6	12		4	43
523	Kishwaukee (64)	9	6	9	6	8		10	48
532	Lake County (60)	9	9	9	3	7			37
517	Lake Land (64)	9	6	6	6	8		2	37
536	Lewis & Clark (64)	9	6	9	3	4	6	2	39
526	Lincoln Land (60)	6	6	9	3	12			36
530	Logan (62)	6	6	6			17	3	38
528	McHenry (60)	9	9	9	3	8		5	43
524	Moraine Valley (62)	9	6	6	3	8		9	41
527	Morton (62)	9	6	6	5	8	7	2	43
535	Oakton (60)	6	6	6	6	8			32
505	Parkland (60)	9	6	6	8	8		3	40
515	Prairie State (62)	9	6	6	3	4	12		40
521	Rend Lake (64)	9	3	6	3	4	13	2	40
537	Richland (60)	9	8	9	8	8			42
511	Rock Valley (64)	9	6	6	8	16			45
518	Sandburg (62)	9	9	9	3	3	6		39
506	Sauk Valley (64)	9	6	6	3	7		4	35
531	Shawnee (64)	9	9	9	3	8		1	39
510	South Suburban (62)	9	6	9	3	7	2	5	41
533	Southeastern (62)	9	6	6	6	8		5	40
534	Spoon River (64)	9	6	6	6	8		6	41
601	State Comm. College (63)	9	9	6	6	8			38***
504	Triton (64)	9	6	6	8	8		6	43
516	Waubonsee (64)	9	9	9	3	9		2	41
539	Wood (64)	9	9	12	3	6	3		42

*Converted to semesters
**Associate in Arts and Science
***Effective Fall 1991

[ ] = Recommended minimum hours in AS degree model.
( ) = Total degree credit hour requirements.

SOURCES: Current College Catalogs and General Education Survey

3/5/91

ERIC Clearinghouse for Junior Colleges

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